

## Coosa Elementary

45 Middle Road  
Beaufort, SC 29907

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	647 Students	
<b>Principal</b>	Cindy Keener	843-322-6100
<b>Superintendent</b>	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
<b>Board Chair</b>	Dale Friedman	843-322-2356

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	5	0	0	0

## IMPROVEMENT RATING

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	Yes
<b>2006</b>	Good	Good	Yes

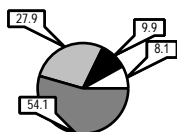
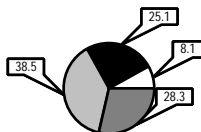
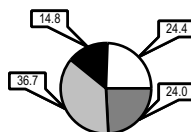
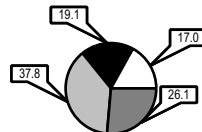
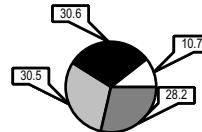
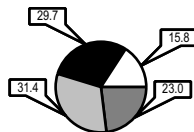
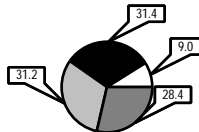
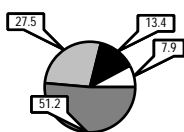
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

85.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	300	99.3	7.5	28.1	54.4	10.0	74.4	Yes	Yes
<b>Gender</b>									
Male	156	100.0	8.8	32.0	49.7	9.5	72.1	N/A	N/A
Female	144	98.6	6.0	23.9	59.7	10.4	76.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	216	99.1	5.0	23.8	58.9	12.4	81.7	Yes	Yes
African American	68	100.0	10.9	46.9	40.6	1.6	53.1	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	30.0	10.0	40.0	20.0	60.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	263	99.2	4.4	27.0	57.7	10.9	79.0	N/A	N/A
Disabled	37	100.0	30.3	36.4	30.3	3.0	39.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	99.3	7.5	28.1	54.4	10.0	74.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	99.3	7.1	28.2	54.6	10.0	74.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	75	97.3	15.9	38.1	44.4	1.6	52.4	Yes	Yes
Full-pay meals	225	100.0	5.0	25.2	57.3	12.4	80.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	300	100.0	8.1	38.5	28.3	25.1	68.6	Yes	Yes
<b>Gender</b>									
Male	156	100.0	5.4	40.1	26.5	27.9	69.4	N/A	N/A
Female	144	100.0	11.0	36.8	30.1	22.1	67.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	216	100.0	3.9	32.8	30.4	32.8	78.9	Yes	Yes
African American	68	100.0	20.3	57.8	18.8	3.1	37.5	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	10.0	30.0	50.0	10.0	60.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	263	100.0	6.8	37.2	29.2	26.8	71.2	N/A	N/A
Disabled	37	100.0	18.2	48.5	21.2	12.1	48.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	8.1	38.5	28.3	25.1	68.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	100.0	8.2	38.3	28.4	25.2	68.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	75	100.0	15.4	60.0	23.1	1.5	36.9	Yes	Yes
Full-pay meals	225	100.0	6.0	32.1	29.8	32.1	78.0	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	300	99.7	24.1	36.9	24.1	14.9	39.0
<b>Gender</b>							
Male	156	100.0	19.0	34.0	27.2	19.7	46.9
Female	144	99.3	29.6	40.0	20.7	9.6	30.4
<b>Racial/Ethnic Group</b>							
White	216	99.5	11.8	41.4	28.1	18.7	46.8
African American	68	100.0	62.5	23.4	9.4	4.7	14.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	20.0	30.0	40.0	10.0	50.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	263	99.6	22.1	36.5	25.3	16.1	41.4
Disabled	37	100.0	39.4	39.4	15.2	6.1	21.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	99.7	24.1	36.9	24.1	14.9	39.0
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	99.7	24.2	36.7	24.2	14.9	39.1
<b>Socio-Economic Status</b>							
Subsidized meals	75	98.7	50.0	40.6	7.8	1.6	9.4
Full-pay meals	225	100.0	16.5	35.8	28.9	18.8	47.7

<b>Social Studies</b>							
All Students	300	100.0	17.0	37.8	26.1	19.1	45.2
<b>Gender</b>							
Male	156	100.0	15.6	35.4	25.9	23.1	49.0
Female	144	100.0	18.4	40.4	26.5	14.7	41.2
<b>Racial/Ethnic Group</b>							
White	216	100.0	11.8	37.7	27.5	23.0	50.5
African American	68	100.0	31.3	42.2	18.8	7.8	26.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	20.0	20.0	40.0	20.0	60.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	263	100.0	15.6	36.8	26.8	20.8	47.6
Disabled	37	100.0	27.3	45.5	21.2	6.1	27.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	17.0	37.8	26.1	19.1	45.2
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	298	100.0	17.0	37.6	26.2	19.1	45.4
<b>Socio-Economic Status</b>							
Subsidized meals	75	100.0	27.7	56.9	12.3	3.1	15.4
Full-pay meals	225	100.0	13.8	32.1	30.3	23.9	54.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	105	100.0	3.1	21.6	64.9	10.3	75.3
	4	86	98.8	8.8	40.0	45.0	6.3	51.3
	5	101	100.0	15.5	43.3	39.2	2.1	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	99.0	9.5	20.0	60.0	10.5	70.5
	4	110	99.1	5.0	24.0	55.0	16.0	71.0
	5	89	100.0	8.1	41.9	47.7	2.3	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	105	100.0	7.2	43.3	37.1	12.4	49.5
	4	86	100.0	13.6	39.5	35.8	11.1	46.9
	5	101	100.0	11.3	48.5	21.6	18.6	40.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	4.2	41.7	36.5	17.7	54.2
	4	110	100.0	8.9	31.7	22.8	36.6	59.4
	5	89	100.0	11.6	43.0	25.6	19.8	45.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	104	100.0	26.0	39.6	28.1	6.3	34.4
	4	85	100.0	23.8	46.3	15.0	15.0	30.0
	5	101	100.0	27.8	30.9	23.7	17.5	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	99.0	26.3	47.4	20.0	6.3	26.3
	4	110	100.0	15.8	31.7	29.7	22.8	52.5
	5	89	100.0	31.4	31.4	22.1	15.1	37.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	104	100.0	7.3	47.9	29.2	15.6	44.8
	4	85	100.0	12.5	42.5	27.5	17.5	45.0
	5	101	100.0	24.7	41.2	17.5	16.5	34.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	10.4	44.8	37.5	7.3	44.8
	4	110	100.0	9.9	27.7	25.7	36.6	62.4
	5	89	100.0	32.6	41.9	14.0	11.6	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 647)</b>				
First graders who attended full-day kindergarten	94.3%	Up from 78.8%	99.1%	100.0%
Retention rate	0.8%	Down from 2.6%	1.4%	2.8%
Attendance rate	96.2%	Up from 95.8%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.3%	0.0%
Eligible for gifted and talented	21.5%	Down from 23.1%	28.8%	10.4%
On academic plans	22.7%	N/AV	16.5%	33.6%
On academic probation	3.3%	N/AV	0.4%	1.0%
With disabilities other than speech	4.1%	Up from 2.0%	6.7%	7.5%
Older than usual for grade	0.2%	Down from 0.7%	0.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 41)</b>				
Teachers with advanced degrees	63.4%	Up from 61.9%	59.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	96.5%	Up from 94.3%	90.6%	87.3%
Teacher attendance rate	95.5%	Down from 96.3%	94.8%	94.9%
Average teacher salary	\$45,618	Up 2.0%	\$44,613	\$42,485
Prof. development days/teacher	19.1 days	Up from 15.5 days	12.7 days	13.3 days
<b>School</b>				
Principal's years at school	8.0	Down from 30.0	6.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 17.0 to 1	20.0 to 1	18.6 to 1
Prime instructional time	90.3%	Down from 90.7%	90.0%	89.7%
Dollars spent per pupil*	\$5,984	Up 2.1%	\$6,309	\$6,557
Percent of expenditures for teacher salaries*	67.5%	Down from 68.0%	67.2%	64.0%
Percent of expenditures for instruction*	69.8%		71.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Coosa Elementary School continues to be a model for parent involvement, providing a variety of classroom structures to meet the needs of all children, character education, and literacy and math instruction. As principal, I would offer that our past and present success is directly related to the participation and involvement of motivated students, parents, staff, district administrators, and community volunteers in the total educational process.

As with any organization, competent and dedicated people are key. Coosa is fortunate to have a staff of experienced, diverse, and caring individuals. Each is devoted to the goal of providing a challenging, engaging, and safe school connecting each child to a successful future everywhere and everyday. For this staff, student failure is unacceptable.

Expectations are high in all curriculum areas. The Coosa community is extremely proud of their children's scores on the 2005 Palmetto Challenge Achievement Test. A large and increasing percentage of students scored in the upper levels of Proficient and Advanced. Other national, state, and local assessments prove that the vast majority of Coosa students are meeting or exceeding expectations. However, there is a relentless effort to continue to move all student achievement onward and upward.

Support for Coosa from the community comes from various sources. The Kiwanis Club and Rotary Club of Beaufort offer the gift of time with individual students, as well as funding community awareness field trips. The Coosa Business Partners frequently offer assistance, and we are truly blessed with a very active PTO and School Improvement Council. The School Improvement Council, along with the staff, developed the Five Year Strategic Plan last year. The plan emphasizes improved student achievement in the areas of literacy, math, science and social studies. This plan includes character education, home-school communication, staff development and technology components. The School Improvement Council will monitor and review the plan yearly.

A challenge for every school is to convey its needs to the members of the community capable of meeting those needs. In addition, it is imperative to build a lasting, bonding relationship between the stakeholders to benefit children. When a bonding relationship joins with a competent school staff, the result is a school that continually strives for academic excellence and each year comes closer to that goal. Coosa Elementary is that school.

Cindy Keener, Principal  
Judi Babalis, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	39	85	48
Percent satisfied with learning environment	94.9%	77.1%	93.8%
Percent satisfied with social and physical environment	94.9%	84.3%	91.7%
Percent satisfied with school-home relations	94.9%	91.7%	87.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.